

Portland State University
Graduate School of Education
Department of Curriculum and Instruction
Fall 2012

Course Title: **TOP: Leadership Seminar**
 Course Number: CI 610-005 (CRN# 15858)
 Class Meetings: Fridays 5:00-9:00pm & Saturdays 9:00am-3:30pm in ED 202
 Dates: Sept. 21 & 22; Oct. 12 & 13; Nov. 2 & 3, Dec. 7th

Instructors:	Micki M. Caskey, Ph.D.	Dannelle D. Stevens, Ph.D.
Office:	602B Education Building	602F Education Building
Phone:	503-725-4749	503-725-4679
Email:	caskeym@pdx.edu	stevensd@pdx.edu
Other:	503-807-7814 (cell)	503-705-9828 (cell)
Office Hours:	Tues. 3:30-6:00pm by appt. Call: 503-725-4619 Wed. 4:00-5:30pm by appt. Email: caskeym@pdx.edu	Tues. 3:00-5:00pm; Wed. 3:00-4:00pm by appt. Call: 503-725-4619 Tues. 5:00-6:00pm, drop-in advising





Disability Access Information

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Course Description

This is the first course in a three-term sequence for students in the doctoral program with a specialization in Curriculum and Instruction. This seminar focuses on helping students identify ways that they can critically approach curriculum and instruction to shape practice as educational leaders for the 21st century. It also aims for students to learn and practice the key elements of scholarly writing, to deepen their knowledge and commitment to social justice, to improve their ability to read and analyze research critically, to communicate clearly in both oral presentation and writing as they expand their identities as scholars.

Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 <p>Diversity and inclusiveness–Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards–Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development–Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making–Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Required texts:

1. Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson. [Fall 2012]
2. Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin. [Winter 2013]

Supplemental resources:

3. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
4. **A journal** for recording your understandings, questions, and reflections.
5. **Other resources** such as academic journals are required to complete course assignments.
6. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GSE Membership in the *Carnegie Project on the Professional Doctorate (CPED)***Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

Scholarly Practitioner

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

Program Principles (CPED Working Principles)

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

Essential Questions for *CI Leadership Seminar*

1. What practical wisdom and skills do scholarly practitioners use to name, frame, and address problems of practice?
2. What vision do scholarly practitioners have for themselves as educational leaders in the future?
3. How do scholarly practitioners use practical research and applied theories as tools for change to examine issues of equity and social justice?

Course Objectives by Specialization Themes

1. Research and Communication

- Identify an educational problem, issue, or curiosity to be investigated.
- Describe an educational problem and defend its relevance and importance.
- Know how to analyze, summarize, and critically evaluate a research article.
- Know the different kinds of research literature.

2. Agency and Identity

- Reflect on and write about the personal and professional dimensions of being a researcher.
- Write a research proposal for approval by HSRRC.
- Write and speak skillfully for a variety of purposes and audiences.

3. Curriculum and Instruction

- Link core content (i.e., Principles and Practices of Learning) to issues in curriculum, instruction, and assessment.

4. Social Justice

- Describe the underlying issues around diversity equity, and social justice in curriculum and instruction.

5. Leadership (addressed in the Doctoral Studies Prosem)

Course Objectives, Standards, and Assessments

Course Objectives	Conceptual Framework	Assessments
<i>Students will:</i>		
Research and Communication		
Identify an educational problem or curiosity to be investigated.	2.1, 2.2, 4.1	Focus statement
Describe an educational problem and defend its relevance and importance.	2.1, 2.2, 4.1	Focus statement
Know how to analyze, summarize, and critically evaluate a research article.	2.1, 2.2, 4.1	Class discussion Abstract
Know the different kinds of research literature.	2.1	Identification of generations of research.
Agency and Identity		
Reflect on and write about the personal and professional dimensions of being a researcher.	2.1, 2.2	Journal entries
Write a research proposal for approval by HSRRC (Human Subjects Review and Research Committee).	2.1, 2.2	Research proposal for HSRRC
Write and speak skillfully for a variety of purposes and audiences.	2.1, 2.2, 3.3	Outline of mini-research proposal
Social Justice		
Describe the underlying issues around diversity, equity, and social justice in curriculum and instruction.	2.1, 2.2, 3.3	Journal entries Class discussion
Curriculum and Instruction		
Link core content (i.e., Principles and Practices of Learning) to issues in curriculum, instruction, and assessment.	2.2	Journal entries Class discussion

Course Assignments

1. Research and Communication

[50 %]

You will “chase your passion” by identifying a focus area—a problem, issue, or curiosity of your choice. To this end, you will: (a) use the tools of research (e.g., professional journal, library databases), (b) read research critically, (c) recognize generations of research, and (d) develop a focus statement. In the focus statement, you will describe the educational problem, issue, or curiosity of your choice.

Expectations:

- Critically read text and other readings
- Read widely (e.g., research articles, theoretical work) on your focus area
- Keep a professional journal to record information, thoughts, questions, and reflections
- Identify key researchers and thinkers in your focus area
- Write a focus statement that describes the focus area and includes:
 - Key sentences, research question(s), and reference list
- Share your focus area and ideas in during classroom discussion and informal presentation of focus statement

2. Agency and Identity

[20 %]

You will “act on your passion” by participating in a community of practice. To this end, you will develop your professional identity through scholarly experiences such as (a) journal writing and (b) designing a mini-research proposal about your focus area.

Expectations:

- Keep a professional journal to record information, thoughts, questions, and reflections
- Develop and share mini-research proposal about your focus area
- Draft a research proposal for HSRRC (Human Subjects Review and Research Committee)

3. Social Justice

[15 %]

You will describe the underlying issues around diversity, equity, and social justice in curriculum and instruction. To this end, you will engage in activities such as (a) journal writing and (b) collegial discourse regarding diversity, social justice, and equity.

Expectations:

- Keep a professional journal to record issues, thoughts, questions, and reflections
- Consider multiple perspectives related to diversity, social justice, and equity

4. Curriculum and Instruction

[15 %]

You will examine pertinent issues in curriculum, instruction, and assessment and build connections to the program’s core content (i.e., Principles and Practices of Learning) and your focus area. To this end, you will consider current issues in curriculum, instruction, and assessment from multiple perspectives.

Expectations:

- Critically read text and other readings
- Share your understanding of the curriculum, instruction, and assessment issues through classroom discussion and in journal entries

Summary of Course Expectations and Evaluation

Assignments	Grading Scale	
1. Research and Communication activities [50 %]	94–100 %	A
a. Reading widely and critically	90–93 %	A-
b. Classroom discussion	87–89 %	B+
c. Journal keeping	83–86 %	B
d. Key sentences for focus statement	80–82 %	B-
e. Focus statement		
f. Informal presentation of focus area		
2. Agency and Identity [20%]	71–74 %	C+
a. Journal keeping	67–70 %	C
b. Classroom discussion	63–66 %	C-
c. Mini-research proposal (inc. HSRRC)	60–63 %	D
d. Presentation of mini-proposal outline		
3. Social Justice [15%]	> 60 %	F
a. Journal keeping		
b. Classroom discussion		
4. Curriculum and Instruction [15%]		
a. Reading widely and critically		
b. Classroom discussion		
c. Journal keeping		

Overall Evaluation Criteria

- Application of key concepts as evidenced by the individual and group assignments.
- Written work is organized and conforms to APA style. Please note that written assignments may be revised and resubmitted.

Proposed Schedule

	Date	Topics/Activities	Assignments
1	Friday Sept. 21 st 5:00pm-9:00pm	Welcome & Introductions Course Overview: Syllabus Getting Started <ul style="list-style-type: none"> • Keeping a Journal • Draw a Researcher Big Picture of Program: Core paper and proposal Problematizing	DUE: Sept. 22 nd : <ul style="list-style-type: none"> • Bring a bound journal • Secure textbooks
2	Saturday Sept. 22 nd 9:00am-3:30pm	Focused Free Write Library Research with Bob Schroeder <ul style="list-style-type: none"> • Citation Management • Select/print article Understanding Research Articles <ul style="list-style-type: none"> • Journal Walk • Generations of Research • Structure of research articles Problem Identification <ul style="list-style-type: none"> • Create a Rubric 	DUE: Oct. 12 th <ul style="list-style-type: none"> • Read: Plano Clark & Creswell's pp. 1-64. • Bring a research article that interests you

3	Friday Oct. 12th 5:00pm-9:00pm	Understanding Research Articles <ul style="list-style-type: none"> • How to read research Problem Identification <ul style="list-style-type: none"> • Focused Free Write (Problem) • Purpose statement • Research question 	DUE: Oct. 13 th <ul style="list-style-type: none"> • Bring <u>three</u> copies of a research article in your focus area
4	Saturday Oct. 13 th 9:00am-3:30pm	Reading research <ul style="list-style-type: none"> • Analysis of research articles Considering multiple perspectives <ul style="list-style-type: none"> • Issues in curriculum, instruction, and assessment Academic Writing <ul style="list-style-type: none"> • Writing an abstract • Peter Elbow video • Focused Free Write (Problem) • Key sentences 	DUE: Nov. 2 nd <ul style="list-style-type: none"> • Begin using a citation management system • Read Plano Clark & Creswell's pp. 65-78; 81-112 • Complete your argument using five key sentences
5	Friday Nov. 2 nd 5:00pm-9:00pm	Reading Research <ul style="list-style-type: none"> • Characteristics of Qualitative & Quantitative Research (see Plano Clark & Creswell, p. 67) 	
6	Saturday Nov. 3 rd 9:00am-3:30pm	Research Ethics <ul style="list-style-type: none"> • Reason for HSRRC Academic Writing <ul style="list-style-type: none"> • HSRRC proposal • Focus statement • Rubric: Focus statement Research proposal <ul style="list-style-type: none"> • Present mini-research proposal 	DUE: Dec. 7 th Complete focus statement
7	Friday Dec. 7 th 5:00pm-7:00pm	Academic Writing <ul style="list-style-type: none"> • Share focus statements • Focused free write • Course evaluation 	

Bibliography

- Burnafor, G. E., Fischer, J., & Hobson, D. (Eds.). (2001). *Teachers doing research: The power of action through inquiry* (2nd ed.). Mahwah, NJ: Erlbaum.
- Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston, MA: Allyn & Bacon.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2010). *Conducting research literature reviews: From Internet to paper* (3rd ed.). Thousand Oaks, CA: Sage.
- Graff, G., & Birkenstein, C. (2009). *"They say / I say": The moves that matter in academic writing* (2nd ed.). New York, NY: W. W. Norton.
- Hendricks, C. (2008). *Improving schools through action research: A comprehensive guide for educators* (2nd ed.). Boston, MA: Allyn & Bacon.
- Kincheloe, J. L. (2003). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. (2nd ed.). New York, NY: RoutledgeFalmer.
- Lieberman, A., & Miller, L. (Eds.). (2001). *Teachers caught in the action: Professional development that matters*. New York, NY: Teachers College Press.
- Machi, L. A., & McEvoy, B. T. (2009). *The literature review*. Thousand Oaks, CA: Corwin.
- Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin.
- Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

Video

- Elbow, P. (2007). *Peter Elbow on writing*. [Interview]. Available from: <http://www.youtube.com/watch?v=YDU1c4uxUE>

Websites

- Dick, B. (n.d.) *Action research resources*. Available at <http://www.scu.edu.au/schools/gcm/ar/arhome.html>
- Russell, T. (2003). *Action research at Queen's University*. Available at <http://resources.educ.queensu.ca/ar/index.html>
- Whitehead, A. J. (n.d.). *ActionResearch.net*. Available at <http://www.actionresearch.net/>

WIKI

- CI Doctoral Students Program Wiki. Available at <http://cidocstudents2012.wikispaces.com/>

Policies

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructors.
Attendance & tardiness	Students are expected to attend the class sessions. If there is an exceptional reason for absence, the student should contact the instructors. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See http://www.pdx.edu/ogs/incomplete-grades
Academic integrity	<p>PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p>
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.